About The New England Common Assessment Program

ENGLAND results from the Fall 2011 Beginning of Grade New **England Common** Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of ASSESSMENT each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

This report highlights

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct

answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test,

students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

GRAM

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 **Beginning of Grade 8 NECAP Tests**

Grade 8 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Grade Level Summary Report

State: Maine

DADTICIDATION : NECAD					Numbe	r							Po	ercenta	ge			
PARTICIPATION in NECAP		School			Distric	t		State			School			District	t		State	
Students enrolled on or after October 1								14,397									100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							14,031	14,013	13,967						1	97	97	97
With an approved accommodation							2,072	2,057	1,975			, , , , , , , , , , , , , , , , , , ,			, , ,	15	15	14
Current LEP Students	,		1				380	386	378			1 7 1			1 7 1	3	3	3
With an approved accommodation							170	176	166			1			r 1 1	45	46	44
IEP Students							2,082	2,068	2,052			· ·			· · ·	15	15	15
With an approved accommodation							1,634	1,624	1,559			f 1			f 1	78	79	76
Students not tested in NECAP							366	384	430			· ·			· · ·	3	3	3
State Approved						:	251	258	265			1			r i	69	67	62
Alternate Assessment						:	221	221	225							88	86	85
First Year LEP							3	0	3	:		1	[* !	1	0	1
Withdrew After October 1			:				0	0	0							0	0	0
Enrolled After October 1							0	0	0							0	0	0
Special Consideration							27	37	37							11	14	14
Other							115	126	165			1				31	33	38

NECAP RESULTS

						State	e																		
	Enrolled	NT Approved	NT Other	Tested	Lev	rel 4	Lev	el 3	Lev	el 2	Leve	l 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848												
МАТН	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842												
WRITING	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text. (Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800-827)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School													
2009-10		:								:	:		
2010-11		1								:			
2011-12		i i								:			
Cumulative										:			
Total		: :								:	:		
District		:								:			
2009-10		i i											
2010-11										:			
2011-12		1								:			
Cumulative		i i								:			
Total		: :								:			
State							:					_	
2009-10	14,466	245	120	14,101	2,092		7,584		3,378		1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096		738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847

	Total				Percer	nt of T	otal P	ossible	Point	s			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Word ID/Vocabulary	25								•	.			
Type of Text													
Literary	56							•					◆ State
Informational	49							•					— Standard Error Bar
evel of Comprehension													
Initial Understanding	44								•				
Analysis & Interpretation	61												



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Disaggregated Reading Results

State: Maine

						Sta	te																		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Leve	el 4	Leve	el 3	Leve	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mea Scale
	N	N	N	N	N :	%	N	%	N :	%	N	%	Score	N	%	: %	: %	%	Score	N	%	%	%	%	Scor
All Students	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848												
Gender																									
Male	7,322	168	63	7,091	1,029	15	4,022	57	1,443	20	597	8	846					1				:			
Female	7,075	83	52	6,940	1,904	27	3,842	55	937	14	257	4	851			:		1					1		
Not Reported	0	0	0	0,340	1,304	21	3,042	, JJ	337	14	257	7	051			: :	:	1				1	1	! !	
Race/Ethnicity																	:	1				1		, ,	
Hispanic or Latino	208	2	3	203	25	12	121	60	41	20	16	8	845	i				1		İ					İ
Not Hispanic or Latino	200		,	203	25	12	121	. 00	41 :	20	10	o	043					1				1		1	
American Indian or Alaskan Native	109	1	1	107	11	10	59	55	25	23	12	11	844					1				1			
Asian	236		0	235	77	33	104	. 44	38	16	16	7	851	i				1					1	1	
Black or African American	390	9	8	373	34	33 9	i	44			71		840					1				1	1	1	
	i i	1		i .			164		104 ;	28	i	19						i				1	1	ĺ	
Native Hawaiian or Pacific Islander	11	1 225	0	10	4 ;	40	5	; 50	1 ;	10	0	0	856				i	i				i	i	i	
White	13,302	235	99	12,968	2,755	21	7,333	57	2,146 ;	17	734	6	849					i				i	;		
Two or more races No Race/Ethnicity Reported	141 0	0	4 0	135 0	27	20	78	58	25	19	5	4	849												
LEP Status								:	:									1				1		!	
Current LEP student	393	8	5	380	24	6	145	38	122	32	89	23	838					1							
Former LEP student - monitoring year 1	18	0	0	18	8	44	10	56	0 :	0	0	0	860					1				1			
Former LEP student - monitoring year 2	26	0	0	26	15	58	11	42	0 :	0	0	0	860					1					1		
All Other Students	13,960	243	110	13,607	2,886	21	7,698	57	2,258	17	765	6	849			: :	:	1				1	:	: :	
IEP				·													:	1				1		!	
Students with an IEP	2,380	238	60	2,082	29	1	687	33	810	39	556	27	835					1		İ					
All Other Students	12,017	13	55	11,949	2,904	24	7,177	60	1,570	13	298	2	851			: :		1				1	:	1 1	
SES																		1				1			
Economically Disadvantaged Students	6,241	177	74	5,990	659	11	3,271	55	1,438	24	622	10	844				:	1					1		
All Other Students	8,156	74	41	8,041	2,274	28	4,593	57	942	12	232	3	852				:	1					:		
Migrant																	:					1	:	!	
Migrant Students	10	0	1	9					:								:					:	:	:	
All Other Students	14,387	251	114	14,022	2,933	21	7,862	56	2,374	17	853	6	848					1						1	
Title I																									
Students Receiving Title I Services	1,392	15	9	1,368	119	9	722	53	408	30	119	9	843									1	1		
All Other Students	13,005	236	106	12,663	2,814	22	7,142	56	1,972	16	735	6	849					1				1			
504 Plan								: :								:		1				1	:	i	
Students with a 504 Plan	407	3	3	401	55	14	256	64	75	19	15	4	847	!		:		1				1	;	:	
All Other Students	13,990	248	112	13,630	2,878	21	7,608	56	2,305	17	839	6	848	I						I	1				

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations. (Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800-833)

[Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Leve	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School 2009-10 2010-11 2011-12 Cumulative Total													
District 2009-10 2010-11 2011-12 Cumulative Total													
State 2009-10 2010-11 2011-12 Cumulative Total	14,466 14,368 14,397 43,231	236 223 258 717	115 162 126 403	14,115 13,983 14,013 42,111	2,283 2,310 2,374 6,967	17	6,119 5,894 6,035 18,048	42 43	3,019 3,048 3,002 9,069	22 21	2,694 2,731 2,602 8,027	20	842 842 842 842

	Total				Perce	nt of T	otal Po	ossible	e Point	ts			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Numbers & Operations	33					•							
Geometry & Measurement	40					•							◆ State
Functions & Algebra	65						•						— Standard Error Bar
Data, Statistics, & Probability	24					•							



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Disaggregated Mathematics Results

State: Maine

						Sta	te																		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Leve	el 4	Leve	el 3	Leve	el 2	Lev	el 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mea Scal
	N	N	N	N	N	%	N	%	N :	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Scor
All Students	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842												
Gender																		1				1		1	
Male	7,322	166	72	7,084	1,215	17	2,907	41	1,524	22	1,438	20	842	İ				1					:		
Female	7,075	92	54	6,929	1,159	17	3,128	45	1,478	21	1,164	17	843	İ								1	:		
Not Reported	0	0	0	0	.,.55		3,.20		.,		,,,,,,	.,	0.5				: :	1 1				1 1	:	1 1	
Race/Ethnicity																		1				1			
Hispanic or Latino	208	2	4	202	20	10	78	39	54	27	50	25	839	l				1					:		
Not Hispanic or Latino														İ			:		İ		İ		:		İ
American Indian or Alaskan Native	109	1 1	1	107	6	6	38	36	31	29	32	30	838				:	1				1	-		
Asian	236	1 1	0	235	59	25	98	42	38	16	40	17	845	İ				1	İ						
Black or African American	390	10	5	375	22	6	94	25	96	26	163	43	834	İ				1	İ			1			
Native Hawaiian or Pacific Islander	11	1 1	0	10	4	40	4	40	2	20	0	0	847	İ				1				1		1	
White	13.302	241	112	12,949	2,242	17	5,665	44	2,761	21	2,281	18	842	İ				1				1		1	
Two or more races	141	2	4	135	2,242	16	58	43	2,701	15	36	27	842					1				1	:	1	
No Race/Ethnicity Reported	0	0	0	0	21	10	36	, 4 3	20 ;	13	30	21	042			! !	! !	1 1 1				1 1	1	1 1	
LEP Status								:														1			
Current LEP student	393	5	2	386	18	5	80	21	102	26	186	48	833	İ				:	İ				:	:	
Former LEP student - monitoring year 1	18	0	0	18	2	11	11	61	4	22	1	6	844	İ								1	:		
Former LEP student - monitoring year 2	26	0	0	26	10	38	13	50	3	12	0	0	849	İ								1			
All Other Students	13,960	253	124	13,583	2,344	17	5,931	44	2,893	21	2,415	18	842				:	! !				1	:	: :	
IEP									:									1				1		, ; ,	
Students with an IEP	2,380	243	69	2,068	32	2	305	15	477	23	1,254	61	831	İ					İ						
All Other Students	12,017	15	57	11,945	2,342	20	5,730	48	2,525	21	1,348	11	844					1				1		! !	
SES																		1				1	:		
Economically Disadvantaged Students	6.241	181	81	5,979	453	8	2,191	37	1,596	27	1,739	29	838	İ			:	1	İ		İ	1	:		
All Other Students	8,156	77	45	8,034	1,921	24	3,844	48	1,406	18	863	11	845					1				1		! !	
Migrant																		1				1			
Migrant Students	10	0	1	9	:				:					1			:	1						1	1
All Other Students	14,387	258	125	14,004	2,374	17	6,032	43	2,999	21	2,599	19	842					1				1		! !	
Title I								:									:						:		
Students Receiving Title I Services	1,392	18	9	1,365	62	5	394	29	459	34	450	33	837				:	1					:	:	
All Other Students	13,005	240	117	12,648	2,312		5,641	45	2,543	20	2,152	17	843					1				1			
504 Plan																	:					1	:		
Students with a 504 Plan	407	4	3	400	50	13	172	43	109	27	69	17	841				:	1				1			
All Other Students	13,990	254	123	13,613	2,324	17	5,863	43	2,893	21	2,533	19	842	1	1				1	1	1				1

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Writing Results

State: Maine

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning. (Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
School 2009-10 2010-11 2011-12 Cumulative Total													
District 2009-10 2010-11 2011-12 Cumulative Total													
State 2009-10 2010-11 2011-12	14,368 14,397	254 265	210 165	13,904 13,967	1,035 963	7 7	6,332 6,116		5,179 5,175		1,358 1,713		840 839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839

e la chi	Total				Percei	nt of T	otal Po	ossible	Point	ts			
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100	
Multiple Choice	10		:							•		:	A 5
Short Responses	12							•					StateStandardError Bar
Extended Response	12											1	Elloi Bai



Fall 2011 - Beginning of Grade 8 NECAP Tests Grade 8 Students in 2011-2012 Disaggregated Writing Results

State: Maine

CATEGORIES N N N N N N N N N							Sta	te																		
All Students 14,397 265 165 13,967 963 7 6,116 44 5,175 37 1,713 12 839 Gender Male 1,322 176 90 7,056 263 4 2,479 35 3,061 43 1,253 18 836 Female 7,075 89 75 6,911 700 10 3,637 53 2,114 31 460 7 841 Male 1,0705 89 75 6,911 700 10 3,637 53 2,114 31 460 7 841 More general Charles 1,000 10 10 10 10 10 10 10 10 10 10 10 10		Enrolled	1	l	Tested	Lev	el 4	Lev	el 3	Leve	el 2	Lev	el 1	1	Tested					1	Tested	I	,			Mea Scal
Marcian Marc		N	N	N	N	N	%	N	%	N :	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
Male 7,322 176 89 07,056 263 4 2,479 35 3,061 43 1,253 18 8) 8) 6 Female 7,075 89 75 6,611 700 10 3,637 53 2,114 31 460 7 811 8 8) 6 Female 9,7075 89 75 6,611 700 10 3,637 53 2,114 31 460 7 811 8 8) 6 Female 9,7075 89 75 6,611 700 10 10 3,637 53 2,114 31 460 7 8 811 8 8) 6 Female 9,7075 89 75	All Students	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839												
Female 7,075 89 75 6,911 700 10 3,637 53 2,114 31 460 7 841 Not Reported 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Gender																									
Female 7,075 89 75 6,911 700 10 3,637 53 2,114 31 460 7 841 Recell Ethnicity Hispanic or Latino Not Hispanic Not Hispanic N	Male	7.322	176	90	7.056	263	. 4	2.479	35	3.061	43	1.253	18	836	İ		:							: :		
Recell Ethicity Filtspanic or Latino 208 2 7 199 10 5 70 35 89 45 30 15 837 Mot Hispanic or Latino 208 2 7 199 10 5 70 35 89 45 30 15 837 Mot Hispanic or Latino 208 2 7 199 10 7 3 3 3 30 28 53 50 21 20 835 Asian 236 1 0 235 25 11 120 51 65 28 25 11 841 Asian 236 1 0 235 25 11 120 51 65 28 25 11 841 Black or African American 390 11 11 368 7 2 105 29 159 43 97 26 833 Native Hawaiian or Pacific Islander 11 1 0 10 1 10 6 60 3 30 0 0 843 White 13,300 247 140 12,915 908 7 5770 44 476 37 1,526 12 839 No Race/Ethicity Reported 0 0 0 0 0 LEP Status 393 8 7 378 6 2 88 23 165 44 119 31 831 Former LEP Student 393 38 7 378 6 2 88 23 165 44 119 31 831 Former LEP Student 500 500 500 500 500 500 500 500 All Other Students 13,900 257 158 13,455 99 7 579 44 500 31,590 12 839 EP Students 13,900 247 18 84 11,915 956 8 5,927 50 4,292 36 740 6 841 All Other Students 12,017 18 84 11,915 956 8 5,927 50 4,292 36 740 6 841 All Other Students 14,337 255 164 13,898 963 7 6,115 44 5,171 37 1,709 12 839 Statements 10 0 1 9 3 1,360 94 500 7,572 45 4,464 35 1,482 12 839 Statements 13,005 247 151 1,2607 929 7 5,732 45 4,464 35 1,482 12 839 Statements 13,005 247 151 1,2607 929 7 5,732 45 4,464 35 1,482 12 839															i				1				1			
Hispanic or Latino American Indian or Alaksan Native Asian Asia		1 '	i .			700		3,037		2,	31	100	,	011			:		1				1			
Hispanic or Latino American Indian or Alaksan Native Asian Asia	Race/Ethnicity																		1				1			
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Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient